Matrix of AOD Prevention Core Competencies Frameworks

Developing core competencies involves a number of steps to specify a set of knowledge, skills, and abilities (KSAs) required to successfully qualify for a job classification. Generally, the process begins with the development of a categorical framework aligning the various work related tasks and KSAs into a meaningful classification. [1]

Three major documents presenting frameworks for organizing core competencies for California prevention workers are outlined below. A matrix comparing the approaches is presented at the end of this document.

Framework #1 (CPC): *The California Prevention Collaborative (CPC) Steering Committee*

PLANK #5 Professional Standards, Core Curriculum and Training

This workgroup compiled a listing of a number of key content areas, and related skills and competencies. In all, they identified six broad content areas and 32 related KSAs.

1. Program Coordination and Development (5 KSAs).
2. Education and Training (6 KSAs).
3. Community Organizing (7 KSAs).
4. Public Policy (5 KSAs).
5. Professional Growth (4 KSAs).
6. Planning and Evaluation (5 KSAs).

Framework #2 (CARS-CPI): *The Center for Applied Research Solution (CARS), Inc.'s Community Prevention Initiative (CPI) Core Competencies for Alcohol and Other Drug Prevention*

On March 23, 2009, the CARS-CPI team prepared a list of core competencies based on the work of National Training Initiative (NTI) Injury and Violence Prevention Core Competencies Workgroup.[2] These groupings consisted of broader content areas with a subset of specific and associated KSAs for each of these topical areas.

1. Ability to Describe and Explain AOD Abuse as a Major Social and Health Problem (6 KSAs).
2. Ability to Access, Interpret, Use and Present AOD Data (10 KSAs).
3. Demonstrate the Knowledge, Skills and Best Practices Necessary to Address at Least One Specific AOD Topic (8 KSAs).
4. Ability to Design and Implement AOD Prevention Activities (12 KSAs).
5. Ability to Build and Manage an AOD Prevention Program (11 KSAs).
6. Ability to Evaluation AOD Prevention Activities (8 KSAs).
7. Ability to Stimulate Change Related to AOD Prevention through Policy, Enforcement, Advocacy and Education (10 KSAs).
8. Ability to Maintain and Further Develop Competency as AOD Prevention Professionals (3 KSAs).

Framework #3 (IC&RC): The third system of core competencies for prevention specialists is the IC&RC framework. The most current iteration includes 5 domain areas 35 task areas, and 83 KSAs. They are:

1. Domain 1: Planning and Evaluation (8 Task Areas, 13 KSAs).
2. Domain 2: Education and Skills Development (9 Task Areas, 22 KSAs).
3. Domain 3: Community Organizing (6 Task Areas, 18 KSAs).
4. Domain 4: Public Policy and Environmental Change (5 Task Areas, 14 KSAs).
5. Domain 5: Professional Growth and Responsibility (5 Task Areas, 16 KSAs).

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[1] A domain is generally the highest level description used in categorizing the various work related tasks associated with a job position. KSAs refer to the specific set of knowledge, skills and abilities needed to perform the task area, and by inference, the domain area.

[2] This workgroup acknowledged their work "has application to other disciplines" in the prevention field.

The matrix below presents a brief cross walk between the three frameworks on core competencies. This matrix clearly demonstrates the comprehensiveness of the IC&RC framework compared to the alternatives. Given that the initial need is for a broad definition of the workforce, comprehensiveness is important. In the final analysis we have one robust (IC&RC) and two less robust frameworks for identifying core competencies for AOD prevention workers.

AOD Core Competencies and Related Tasks/KSAs

Areas	IC&RC*	California (CPC) PLANK 5**	CPI Core Competencies
1. Planning Domain	**Domain 1**	**Plank 1,6**	**Content Area 1,2,4**
• Understand Needs Assessment (NA) Process	Task 1.1	✓ (6)	✓ (1)
• Prioritize (NA) Results	Task 1.2		✓ (2)
• Selecting Appropriate Strategies	Task 1.3	✓ (6)	✓ (1)
• Develop AOD Prevention Plan	Task 1.4	✓ (1)	✓ (2)
• Identify Resources for Sustainability	Task 1.5	✓ (1)	
2. Evaluation Domain	**Domain 1**	**Plank 6**	**Content Area 6**
• Identify Evaluation Strategies	Task 1.6	✓	✓
• Conducts an Evaluation	Task 1.7	✓	✓
• Using Evaluation Findings	Task 1.8	✓	✓
3. Education Domain	**Domain 2**	**Plank 2**	**Content Area 2,3**
• Prevention Ed/Skill Development Based on Target Audience Analysis	Task 2.1	✓	✓
• Use Prevention Theory in Planning Ed/Skill Development	Task 2.2		✓
• Maintain Program Fidelity	Task 2.3		
4. Skill Development Domain	**Domain 2**	**Plank 2,5**	**Content Area 3,4,5,8**
• ATOD Education/Skill Activities Appropriate to Cultural Context	Task 2.4	✓ (5)	✓ (5)
• Use Instructional Materials Appropriate to Needs of Target Audience	Task 2.5	✓	✓ (3)
• Ensure Relevant, Timely, Appropriate Information is Presented	Task 2.6	✓	✓ (8)
• Develop Appropriate Instructor Material	Task 2.7	✓ (5)	
• Provide Field with Relevant, Timely, and Accurate Information	Task 2.8	✓	✓ (8)
• Provide TA to the Field	Task 2.9		✓ (4)
5. Community Organizing Domain	**Domain 3**	**Plank 3,5**	**Content Area 2,4,5**
• Identify Community's Demographics/Core Values	Task 3.1	✓ (5)	✓
• Identify Key Community Leaders	Task 3.2	✓	✓ (4, 5)
• Build Community Ownership through Collaboration	Task 3.3	✓	✓ (4)
• Provide Implementation TA	Task 3.4	✓	✓ (4)
• Familiarity with Capacity-Building Approaches	Task 3.5	✓	✓ (4, 5)
• Sustain Community Coalitions	Task 3.6	✓	✓ (4, 5)
6. Public Policy Domain	**Domain 4**	**Plank 4**	**Content Area 7**
• Change, As Appropriate, Community Policy	Task 4.2	✓	
• Use Media Strategies to Enhance Prevention Efforts	Task 4.5		
7. Environmental Change Domain	**Domain 4**	**Plank 4**	**Content Area 7**
• Examine Community's Need for Environmental Change	Task 4.1	✓	✓
• Provide T/TA to Promote Environmental Change	Task 4.3		
• Move Public Policy to Affect Environmental Change	Task 4.4		✓
8. Professional Growth and Responsibility Domain	**Domain 5**	**Plank 5**	**Content Area 5,8**
• Keep Abreast of Field Development	Task 5.1		✓
• Network with Others	Task 5.2		✓ (5)
• Adhere to Legal, Ethical and Professional Standards	Task 5.3		✓ (5)
• Build Cultural Competency Skills	Task 5.4	✓	✓ (5)
• Demonstrate Self Care/Behavior Consistent with AOD Prevention	Task 5.5		

* This exhibit expands out the five IC&RC to eight broad domain areas.

** (Based on NTI)